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ABSTRACT

A study was conducted to determine the degree, if any, of sex discrimination resulting from sex bias within vocational programs in the state of Idaho. The following three objectives were developed: (1) to determine the proportion, by sex, of administrators, teachers, counselors, and students making up the population of participants in vocational programs presently being funded in the state; (2) to assess the degree of sex bias of administrators, teachers, and counselors of vocational programs in the state; and (3) to collect and assess data from leaders in the sex equity movement which might be used by the Idaho State Division of Vocational Education to develop guidelines for enrollment proportions for reimbursed vocational programs within the state. The study resulted in achievement of the first two objectives, but insufficient returns from the limited number of identified leaders in sex equity precluded attainment of the third objective. The study found that Idaho vocational educators feel more overall dissatisfaction with student male/female proportions than with teacher proportions. For those vocational areas in which disparity by sex exists in student enrollments, vocational educators felt that the disparities were neither satisfactory nor ideal. The enrollments were, however, considered both practical and satisfactory to the community. (BM)

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A REPORT OF A STUDY OF SEX BIAS PERCEPTIONS IN IDAHO VOCATIONAL PROGRAMS

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This study was performed pursuant to a grant with the Idaho Division of Vocational Education. Contractors undertaking such projects are encouraged to express freely their professional judgment in the conduct of the project. Points of view or opinions stated do not, therefore, necessarily represent official Idaho Division of Vocational Education position or policy.

Final Report

September 12, 19[illegible]

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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CHAPTER 1

INTRODUCTION

Nurses are women, farmers are men. Technical programs are for males, office occupations are for females. Or are they?

Sex stereotyping may have been common in many vocational education programs in the past, but old traditions are beginning to be re-examined and seriously questioned. One group that has been especially influential in efforts to raise questions about occupational sex stereotyping has been the Federal Legislature. In recent years, several public laws have addressed the sex equity issue. Most notably in vocational education, Public Law 94-482 required that efforts be made to cause a significant reduction in the level of sex bias and sex discrimination existing in single-sex oriented vocations. In the State of Idaho, one result of Public Law 94-482 was the creation of the position of Coordinator, Sex Equity Education (SEE), in the Idaho State Division of Vocational Education.

During January, 1978, a committee was formed to help define both long and short range goals for sex equity activities in Idaho vocational programs. One recommendation of the committee was that a needs assessment should be conducted to determine the present level of sex bias and sex discrimination in the State. A second research need suggested by the committee was to provide a data base from which future plans and activities could be developed.

Statement of Purpose

The purpose of this research study was to determine the degree, if any, of sex discrimination resulting from sex bias within vocational programs in the State of Idaho. In order to carry out the purpose of the

study the following objectives were developed:

1. To determine the proportion, by sex, of administrators, teachers, counselors and students making up the population of participants in vocational programs presently being funded in the State of Idaho.

2. To assess the degree of sex bias of administrators, teachers, and counselors of vocational programs in the State of Idaho.

3. To collect and assess data from leaders in the sex equity movement which might be used by the Idaho State Division of Vocational Education to develop guidelines for enrollment proportions for reimbursed vocational programs within the state.

The study resulted in achievement of the first two objectives, but insufficient returns from the limited number of identified leaders in sex equity precluded attainment of the third objective.

Significance of the Study

Public Law 94-482 requires that research conducted with vocational funds generate a product which will be useful in improving instruction in vocational education. This study provided data about past male/female proportions among teachers and students in vocational programs, about perceptions of vocational educators toward males and females, and about suggested female/male proportions for the future. This data should be of immediate value, not only to the SEE Coordinator for the State, but also to vocational teachers, administrators, and counselors interested in improving vocational training opportunities for students of both sexes in all occupational areas. Since Public Law 94-482 applies to all states, results of the study should be of interest to vocational educators nationwide.

Assumptions of the Study

The following assumptions were considered to be basic to the purposes and procedure of this study:

1. That educators' responses to items related to female/male proportions in vocational programs reflect their perceptions and opinions on the subject.

2. That teachers, administrators, and counselors of vocational programs are appropriate targets for the assessment of sex bias in vocational education.

3. That the survey technique in general, and the semantic differential technique in particular, are appropriate for assessing opinions concerning sex bias.

4. That efforts to improve sex equity in vocational education should, when possible, be based on research evidence.

Limitations of the Study

The scope of this study was narrowed by the following limitations:

1. The study did not asses the attitudes of personnel outside the educational establishment over which the State Division of Vocational Education has control. While the assessment of this population would provide meaningful input to activities of the Sex Equity Coordinator, it was felt that inability to directly affect change in this population did not justify its inclusion in the present study.

2. The study did not assess student bias. This limitation was imposed because of a basic assumption that if the system changed and the degree of sex bias was made to approach the minimum, improved student attitudes regarding sex bias and discrimination regarding vocations would result.

CHAPTER 2

Research Design

This study was designed to provide the Idaho Sex Equity Education (SEE) Coordinator and other individuals interested in improving the vocation education environment with research evidence concerning the extent of sex bias among vocational educators and programs in the State. The research was primarily descriptive in nature, providing baseline data concerning sex bias in vocational education in Idaho.

The study employed a research questionnaire, sent to vocational teachers and administrators in Idaho. Respondents were asked to indicate their perceptions regarding males and females as they related to three major topics:

1. Student enrollment proportions
2. Teacher employment proportions
3. Perceptions of characteristics of males and females

This chapter presents descriptions of populations employed in the research, development of the questionnaire, and procedures used to analyze the data.

Populations of the Study

Populations included in the study consisted of vocational teachers, administrators, and counselors from both secondary and postsecondary levels in Idaho. Specifically, subjects included sample representation from all groups. Numbers of respondents from each group were as follow:

1. secondary teachers from all vocational areas, n = 188;
2. postsecondary teachers from all vocational areas, n = 59;

3. secondary administrators responsible for the supervision of one or more vocational areas, n = 17;

4. postsecondary administrators responsible for one or more vocational areas, n = 7;

5. secondary counselors, n = 55;

6. postsecondary counselors, n = 3.

Lists of participants were supplied by the Idaho State Division of Vocational Education. Each list provided the names and addresses of members from each subgroup of teachers, administrators, and counselors.

Instrument Development

Questionnaires utilized for this research were developed by members of a Sex Equity Research Committee, under the direction of the project director for the study. Members combined expertise in survey instrument development, research design, and vocational education. Additionally, input was obtained from members of the Idaho State Division of Vocational Education, particularly from the research staff and from the Coordinator of Sex Equity Education. Consultation on the use of the semantic differential was obtained from a vocational education researcher with prior experience with the technique.

Two instruments were developed, one for teachers and one for administrators and counselors (see Appendix A). The instruments were slightly dissimilar in format, but compatible in the type of data generated.

Drafts of survey instruments were pilot tested with vocational teachers who were students at the University of Idaho, and with teacher educators. Final copies of the instruments reflected changes made at the suggestion of the pilot testers.

Both instruments were divided into four sections reflecting the major topics of the survey and basic information about respondents. Sections of the instruments were:

1. Male/Female proportions for student enrollment and teacher employment.
2. A semantic differential, with paired bipolar adjectives pertaining to males and females.
3. Demographic information.
4. Comments from respondents.

The four sections of the survey were the result of careful planning and extensive consideration of format on the part of the committee, and the final two survey forms represented the most effective and parsimonious instrument capable of collecting data required for analysis.

Male/Female Proportions

The first section of the instruments presented a series of figures containing histograms (bar graphs), detailing male/female student enrollment figures and male/female teacher employment figures by vocational area and by educational level. Six figures were assigned, one for each vocational area:

1. Agriculture Education
2. Distributive Education and Multiple Occupations
3. Health Occupations Education
4. Home Economics Occupations
5. Office Occupations
6. Trade and Industrial and Technical Education

Within each figure were four histograms, presenting information on

teachers and students for each vocational area. Histograms included:

1. secondary student enrollment
2. postsecondary student enrollment
3. secondary teacher employment
4. postsecondary teacher employment

Each bar in the histogram was split horizontally into two parts; the top, or shaded portion, representing the proportion of males in the population, and the bottom, or unshaded portion, representing the proportion of females.

For the teachers' survey, the figures and graphs were presented together on one page. One set of questions relating to the figures were given, and respondents were instructed to answer questions "only in reference to their vocational area".

For the administrators' and counselors' survey, a separate set of figures and related questions were presented for each vocational area. Respondents were instructed to answer a set of questions "for each vocational area in which there were programs under their supervision". For example, administrators with programs in agriculture, health occupations, and office occupations would answer three sets of questions, one each in relation to the figures for enrollment and employment proportions in those three vocational areas.

The questions related to the bar graphs solicited opinions about both student enrollment proportions and teacher employment proportions. Of two types of questions asked, the first was a series of seven point semantic differential scales concerning:

1. respondents' level of satisfaction with the proportions presented in the scales,

2. respondents' perceptions of the proportions as ideal or not ideal,

3. respondents' perception of the proportions as practical or impractical,

4. respondents' perception of the proportions as satisfactory or unsatisfactory to the community.

The questions were presented twice, once for student proportions and once for teacher proportions.

The second type of question was fill-in, requesting the respondent to write in male/female proportions for student enrollment and teacher employment, according to:

1. what the respondent felt proportions should have been for the vocational area under consideration during the 1976-77 school year.

2. what the respondent felt future proportions should be.

Semantic Differential

Part 2 of the survey instrument was a semantic differential scale. Numerous studies, including several of the leading studies conducted in vocational education, have used semantic differential scales to assess perceptual elements making up a concept. Semantic differential scales are misleadingly simple in form but, as noted by Kerlinger (1964), yield a surprising amount of data. Each semantic differential (sd) scale consists of two bipolar adjective (antonyms) separated by a rating scale.

The rating scale is divided into some odd number of cells, usually 3, 5, or 7, for receiving the responses (See Appendix A). Respondents were instructed to think of the concept being assessed (in this case "female" and "male") and to locate a mark on the scale at the

point between the bipolar adjectives which best exemplifies their level of agreement with the descriptive magnitude of one or the other adjectives. The central cell (or fourth from either end of the scale in this study) was designated for neutral responses. Marks in the extreme cells indicated very strong agreement with the adjective on the extreme being marked.

In order to be able to calculate the mean of the responses, the assumption was made that the 7 cells of the scale represented at least interval measurement (Stevens, S.S., 1946). Based upon this assumption the mean, standard deviation and several differences were calculated. The results of those calculations provided the basis for the report of analysis which follows.

Demographic Information

Questions soliciting demographic information about respondents were asked of both teachers and administrators. The questions concerned the respondents' present position, years in present position, age, and sex.

Comments from Respondents

The back cover of both the teachers' and administrators' survey invited respondents to share opinions about sex equity that had not been addressed in the survey. The invitation was open ended, with most of the page left blank for participants' write-in responses. Selected comments are contained in Appendix B.

Data Collection Process

Surveys were mailed during the first week of May, 1978. To simplify data analysis procedures, instruments were color coded for easy visual

identification; teachers' surveys were printed with a blue cover, supervisors' with a green cover. When mailed, each instrument was accompanied by a business reply envelope. No follow-up procedures were used.

Analysis of Data

Data analysis was concentrated on two sections of the surveys: (1) female/male proportions, and (2) the semantic differential. Demographic items were used as independent variables in analyzing the responses related to proportions and the semantic differential. Comments from respondents provided related information.

Mean scores were first calculated for all items related to proportions, then items were ranked by mean scores according to each vocational area. Differences among rankings by respondents from various vocational areas were discussed.

Mean scores on items within the semantic differential section were calculated, then correlated t-tests were used to determine whether or not the differences between means were statistically significant. Comparisons were made for the semantic differential portion of the instrument by calculating:

1. Differences in total respondents' perceptions of females with males, as determined by their responses on the male and female portions of the semantic differential.
2. Differences in female respondents' perceptions of females and males with male respondents' perceptions.

Results were categorized and ranked into two groups showing mean scores as:

1. Characteristics rated as most descriptive of males.
2. Characteristics rated as most descriptive of females.

CHAPTER 3

Data Analysis

This chapter presents explanations of the results of the study, based on data collected by separate questionnaires (see Appendix A) sent to (1) vocational teachers and (2) administrators and counselors associated with vocational programs. Data were divided into two parts for analysis:

1. female/male proportions for vocational student enrollment and vocational teacher employment,
2. a semantic differential, using paired bipolar adjectives to judge perceptions of males and females.

Mean scores and correlated t-tests were the primary statistics used in analyzing data from the study. Throughout this chapter, tables and figures have been used to present pertinent statistics and other results in a simplified manner.

Female/Male Proportions

One section of the survey instruments used for this study requested respondents to share their opinions about two kinds of male/female proportions in vocational programs:

1. student enrollment proportions,
2. teacher employment proportions.

Graphs showing student and teacher proportions for 1976-77 were presented in the survey. Participants first responded to graph-related opinion statements on a seven point semantic differential scale. Next, respondents offered suggestions for ideal proportions, both for students and for teachers, by vocational area. Results were ranked by mean scores and by vocational area for each of four types of data:

1. opinion statements concerning vocational student enrollments,
2. recommended male/female proportions for vocational student enrollments,
3. opinion statements concerning vocational teacher employment,
4. recommended male/female proportions for vocational teacher employment.

Student Enrollment Proportions

Respondents were asked to share their opinions on four statements dealing with male/female proportions of student enrollment. Teachers responded only to figures for their vocational area, while administrators and counselors answered questions related to each area in which their school had vocational programs.

Table 1 presents mean scores for each opinion statement related to student enrollments, as rated by respondents from the six major vocational areas.

The first item asked respondents to rate their level of satisfaction/dissatisfaction with student enrollment figures from 1976-77. On a seven point scale, with 1 representing most positive (in this case, satisfied) and 7 representing most negative (not at all satisfied), respondents from 2 vocational areas were found to be at least somewhat dissatisfied. Mean scores for health occupations (4.23) and office occupations (4.03) were greater than neutral (4.00), indicating slight dissatisfaction with student enrollment proportions in 1976-77. Respondents from the remaining vocational areas were more satisfied than dissatisfied, with mean scores ranging from 3.92 (T & I & technical education) to 2.93 (distributive education and multiple occupations--DE/MO).

A second opinion item asked participants their perceptions of student proportions as being ideal or not ideal. Respondents from only one

vocational area, DE/MO, considered the proportions to be ideal (mean score = 3.12). Mean responses from the other five vocational areas rated the proportions as not ideal, ranging in mean scores from 4.25 for home economics occupations (somewhat negative) to 4.82 for health occupations (most negative).

The third item in the opinion series asked respondents to rate the students proportions on the seven point scale as practical or impractical. Participants from all vocational areas rated the proportions as being at least somewhat practical, ranging from a mean score of 3.85 for health occupations (least practical) to 2.86 for DE/MO (most practical).

The final opinion item dealt with respondents' perceptions of student enrollment proportions as satisfactory or unsatisfactory to the community. Proportions for all vocational areas were rated as satisfactory to the community. All areas indicated student enrollments were satisfactory to the community. Most satisfactory was DE/MO (2.71); least satisfactory was health occupations (mean score - 3.76).

Suggested ideal student enrollment proportions were collected from respondents for two time periods:

1. ideal proportions for 1976-77,
2. ideal proportions for the future.

Table 2 presents mean proportions of actual student enrollments for 1976-77, ideal student enrollments for 1976-77, and ideal future enrollments by vocational area. Figures 1 and 2 present results of the analysis in graphic form.

The most dramatic change suggested in male/female student enrollment proportions came from respondents associated with health occupations programs. While actual enrollments for 1976-77 averaged 90% for females

and 10% for males, suggested ideal proportions for health occupations, both for 1976-77 and for the future, were approximately 60% for females and 40% for males. Significant changes toward equality were also suggested for office occupations, T&I & technical education, and to a lesser extent, agricultural education. In areas in which actual proportions were more nearly equal for males and females--DE/MO and home economics occupations--the suggested proportions were closer to actual proportions. For all vocational areas, proportions suggested as ideal for 1976-77 were very similar to proportions suggested as ideal for the future.

Teacher Employment Proportions

As with student enrollment figures, two types of questions on the survey instrument related to the figures given for male/female teacher employment proportions. The first type of question was a seven point semantic differential scale used to rate various opinions concerning teacher employment figures. The second type was suggestions by the respondents concerning what the figures should have been for 1976-77 and what they should be in the future.

Respondents from all vocational areas considered the teacher employment figures to be more satisfactory than unsatisfactory (Table 3). The proportions were least satisfactory to those in the health occupations (mean score = 3.85) and most satisfactory to respondents in DE/MO (3.02).

When asked whether they considered the teacher proportions to be ideal or not ideal, only respondents from health occupations rated the item as not ideal (mean score = 4.35). Mean scores from the other vocational areas were on the positive side of the scale, ranging from

a mean of 3.90 for home economics occupations (somewhat positive) to 3.41 for DE/MO (most positive).

Responses to teacher proportions as practical or impractical revealed that in each vocational area, educators considered the teacher figures as at least somewhat practical. Responses ranged from a mean of 3.29 for health occupations (slightly positive) to 2.85 for T&I & technical education (most positive).

Respondents seemed to feel that the proportions for teachers were more satisfactory to the community than either practical or ideal. In all vocational areas, the actual figures were seen as satisfactory to the community. Most satisfactory were proportions for agriculture education (mean score = 2.49), and least satisfactory were figures for health occupations (3.03).

Suggested ideal teacher employment proportions were collected from respondents for two time periods:

1. ideal proportions for 1976-77,
2. ideal proportions for the future.

Table 4 presents mean proportions of actual figures, and proportions as suggested by respondents for each vocational area. Figures 3 and 4 present the data in graphic form.

Suggested proportions were considerably different than actual figures for most vocational areas. Greatest changes were suggested for health occupations, where approximately 95% of teachers in 1976-77 were female, and for DE/MO, where about 85% of the teachers were male. Respondents suggested ideal proportions that they felt were more equitable for men and women in each area. Significant changes toward more equal proportions

were also suggested by respondents from T&I & technical education, office occupations and agriculture education. Smallest changes were suggested for home economics occupations. As was true for suggested student proportions, recommendations for teacher proportions were nearly the same for:

1. proportions which would have been ideal for 1976-77,
2. proportions which would be ideal for the future.

Semantic Differential

Semantic differential scales used in the surveys served three purposes. First, mean scores of responses indicated the degree of feeling related to characteristics of males and females as perceived by the population being sampled. Next, they provided data from which conclusions concerning the degree of difference in perceptions of male-female characteristics by Idaho vocational education personnel could be drawn. Finally, they provided a means of sampling degrees of difference in perceptions of males and females held by female members of the sample and male members of the sample.

Differences in Perceptions of Males and Females

The research committee decided that perceptual differences in females and males held by Idaho vocational educators could best be shown by ranking the difference in mean scores generated by each of the 33 pairs of bipolar adjectives used in the semantic differential portion of the survey. The IBM computer at the University of Idaho was used to make the necessary calculations and results were sorted and ranked manually.

Figure 5 shows graphically how differences in mean scores from all respondents on the 33 characteristics varied, based on returns from the total sample. Note, for example, that sample returns indicated that the characteristics with the greatest difference between males and females

was emotionality, with females (F) being perceived as significantly more emotional than males (M). It is also important to note, however, that the returns reflect only the perceptions of the sample population. This study does not purport to show true differences in female and male characteristics.

Table 5 ranks ten characteristics showing highest differences in mean scores by total sample, by female sample responses, and by male sample responses. The magnitude of difference between mean scores can be related to how much difference in perception of any given characteristic by females and males was perceived by the sample population.

The decision was made by the committee to leave interpretation as to what constitutes a socially significant difference in mean scores to individual readers. Nevertheless, in survey research the element of chance always plays a part, and Student's t-test was calculated to find the probability that any given difference was the result of chance and not the consequence of true perceptual differences. The particular test chosen (correlated Student's t-test) takes into account not only the difference in sample means, but the amount of variance in the responses of individuals within the sample. T-test results indicated acceptance (with 95% confidence) of the hypothesis that the differences were caused by perceived difference in males and females in all but 4 characteristics. The 4 bipolar adjectives showing greater than 5% probability of chance distribution were:

Pessimistic/Optimistic
Changeable/Stable
Inert/Energetic
Conventional/Eccentric

Figure 5 ranks and graphically illustrates the magnitude of perceptual difference of the 33 characteristics.

Strength of Perceptions Measured by Difference From Neutral

In addition to identifying perceptual differences between the concepts of male and female, the committee desired to identify relative strengths of perceptions as indicated by mean scores of respondents. Since a mark in cell 4 was identified as neutral, and progressively more extreme marks were used to indicate increasing strength of agreement, it followed that the distance from 4 of mean of responses translated into an indicator of strength of perception. Figures 6 and 7 show graphically the location of mean scores of the sample for males and females respectively.

Tables 6 and 7 carry the comparison a bit further and show resultant mean scores for the top 10 characteristics ranked by mean scores of total respondents, and mean scores generated by female respondents only and male respondents only.

In interpreting the results shown in Figure 6 and 7, and Tables 6 and 7, consideration should be given to a factor of data collection which effected the magnitude of the results. Several respondents chose to mark every response, for both males and females, with a 4 (neutral). This action by respondents left the research committee with a decision as to whether to include returns showing all responses to be 4. Ignoring those returns would have resulted in a greater shift of means from 4. It was finally decided that ignoring returns could be construed as biasing of results, so all returns were included in the final analysis. The reader should be aware, however, that the means of those items showing a relatively large difference from 4 would show an even greater shift had the returns showing all responses as 4 been removed.

Level of Agreement on Perceptions by Respondents

The final question regarding semantic differential responses that the research committee chose to report was the relative level of agreement on the 33 characteristics by respondents. Responses on all characteristics tended to distribute fairly normally about the mean. The statistic, "standard deviation", can be used to identify a set of values which contain approximately two-thirds of the central responses in a normal distribution.

Figures 8 and 9 provide graphic indicators of the means (indicated by X) and the range of plus or minus one standard deviation (indicated by a solid line. In interpreting Figures 8 and 9, location of the X for any particular characteristic can be thought of as an indicator of perception, while horizontal length of the line passing through the X indicates degree of agreement on the perception by respondents.

For example, in studying the first set of bipolar adjectives in each column of Figure 8, one notes from the relative location of the X on each scale that the sample feels more strongly that females are "refined" (column 2) than that they are "brave" (column 1). The relative sizes of the standard deviations (lengths of the horizontal lines) indicates, however, that the population is more in agreement on their perception of females' bravery than on their perception of females' refinement.

Tables 8 and 9 show actual figures for degree of agreement on the ten characteristics showing most agreement. It is interesting to note that on Table 9, regarding agreement of male characteristics by male and female respondents, the greatest disparity in ranking centers around the male characteristic of conventional/eccentric. On Table 8, the

greatest disparity in degree of agreement concerns the female characteristic of pleasant/unpleasant. Female respondents tend to be in much closer agreement that females are pleasant than their male respondent counterparts.

CHAPTER 4

RESULTS AND CONCLUSIONS

Part One:

The twofold objective of the first part of the study to be reported is to identify the degree of sex bias existing in a large sample of Idaho vocational educators, and to establish benchmark measurements against which future assessments of perceptions may be compared.

The term "bias" has been defined as "a mental leaning; partiality; prejudice". The first part of the study to be reported presents results of an attempt by the researchers to assess and quantify the mental leanings and degrees of partiality of a sample of vocational educators. During the design phase of the study a decision was made to measure the sex bias of the sample by assessing perceptions on three different feelings concerning student enrollment and teacher employment proportions (hereafter referred to as "enrollment" and "employment"). The three feelings chosen as measurement bases used "satisfied/not at all satisfied", "ideal/not ideal" and "practical/not at all practical" as end points of the measurement scales.

It was hypothesized by the researchers that since all but one area of enrollment and all areas of employment revealed unequal sex proportions, the responses of the sample to the above points would provide a measure of sex bias of the sampled population. The second phase of this part of the study asked respondents to indicate what they felt ideal enrollment and employment proportions should be.

The study revealed several factors about sex bias and perceptual differences in vocational education which heretofore have been only conjectured. Results will be discussed point by point with conclusions

and recommendations for action and further research included in the discussion of each point. This section will be followed by a summary statement and overall conclusions.

The first point to be discussed is the perceptions of educators, by vocational area, concerning enrollment and employment proportions. Vocational educators have exhibited less satisfaction with both teacher and student proportions in health occupations than any other area. It follows from this observation that health occupations should represent the primary target for promotional efforts to motivate increased low proportion (in this case, male) student enrollment and teacher employment. Based on results of the study, primary emphasis should be placed on increasing male student enrollment, since present student enrollment is seen as both unsatisfactory and far from ideal. Teacher proportions in health occupations, on the other hand, are not seen as a source of dissatisfaction to the vocational education community as a whole, but the low proportion of male teachers is viewed as being notably less than ideal.

Reaching the ideal student enrollment proportions indicated by mean values of total responses in health occupations would require a change from 7%/93% male/female enrollment in 1976-77 to approximately 40%/60% male/female enrollment in the future. Teacher employment figures would need to shift from approximately the same 1976-77 base of 7%/93% toward the educator established ideal of approximately 35% male employment. Since the ideal enrollment and employment proportions presented above were generated by vocational educators, it follows that as proportions move toward this ideal, their degree of satisfaction with the proportions would increase.

It is <u>most important</u> to recognize that this study does not speak to the effect of such changing proportions on degree of community satisfaction.

Two points in this regard bear mentioning. First, in all areas except health occupations (and to a lesser degree T&I & technical education) educators perceived a reasonably high degree of community satisfaction with enrollment proportions, and a very high degree of satisfaction with employment proportions. The second point to note is that the perceived satisfaction of the community, as reported by vocational educators, may or may not reflect the true level of satisfaction of the community.

Returning to the results of the study, Tables 1 and 3 report measures of perceptions of vocational teachers by area for 1976-77 student enrollment and teacher employment proportions. In every area except DE/MO (an area which has almost equal student proportions) the sample reported a lesser degree of satisfaction with enrollment proportions than with employment proportions. This result leads to the conclusion that in allocating resources to bring the proportionalities closer to equality, top priority should be given to changing student proportions. This conclusion is supported by the observation that the perceived level of community satisfaction is higher with employment proportions than with enrollment proportions.

Combining the rankings of the returns for "satisfaction with 76-77 Student Enrollment" with the rankings of educators' perceptions of the enrollments as "Ideal/Not ideal" and "Practical/Impractical" provides an index for overall perception of student enrollment by vocational educators. For lack of a better name and for convenience of communication, let the index be referred to as an "index of content". This index of content displays two very interesting characteristics. First, it seems to provide a means of ordering the six vocational areas as to urgency of need for assis-

tance from the SEE Coordinator. The priority of need, based on this index of content is:

1. health occupations (index = 3)
2. office occupations (index = 6)
3. T&I and technical education (index = 10)
4. agriculture education (index = 12)
5. home economics occupations (index = 14)
6. DE/MO education (index = 18)

The second characteristic of interest is that this index of content produces a ranking of the areas which corresponds precisely with the ranking of areas by educators' perceived level of practicality of the proportions.

Finally, repeating the steps outlined in the above paragraph for employment resulted in an ordered list exactly like the ranking for enrollment, except that the rankings of DE/MO education and agriculture were exchanged. These results seem to leave very little doubt that in the minds of Idaho vocational educators, the areas requiring most immediate attention to sex proportions are health occupations, office occupations and T&I education, in that order.

Tables 2 and 4 provide results of a survey of what ideal proportions for the six vocational areas surveyed should be, as indicated by mean responses. Using the magnitude of difference between 1976-77 enrollment proportions and ideal future enrollment proportions as an indicator of priority of need for attention reveals that health occupations education, office occupations education, and T&I & tecnical education continue to be top three areas of greatest need.

Results and conclusions presented thus far in the chapter have dealt

with vocational educators' perceptions of enrollment and employment proportions. Responses of the sample as to degree of satisfaction, proximity to ideal proportions of present enrollment and employment levels, and perceptions of practicality, provide an interesting picture of the sex bias of the sample.

When summarized, the responses reveal that the sample sees the present proportions as being reasonably practical and satisfactory to the community. The study also reveals that vocational educators see themselves as being less satisfied with the proportions than the community, and they view the proportions as being rather far from ideal. Mean estimates of what the sample sees as ideal proportions moved the proportions closer to equality in every area. All of these results indicate that while individual vocational educators may have a strong sex bias, the population as a whole is ready to move toward more equal enrollment and employment proportions.

Stated another way, it is most encouraging to find the low indication of sex bias revealed by this study.

Part Two:

The purpose of part two of the study was to collect and analyze data which could be used by the Sex Equity Education Coordinator in the development of workshops and presentations. The assumption was made by the research committee that sex bias resulted from perceived differences between the sexes. It followed from this assumption that in order to deal with these perceptual differences it would be necessary to identify them, and then provide information to educators which would work to eradicate those perceived differences not based on fact.

Using several lists of bipolar adjectives describing human characteristics, the research committee narrowed the list to 33 characteristics which seemed most pertinent to the present study. The lists were obtained from numerous prior studies using Osgood semantic differential scales.

The most important result of part two of the study (in the minds of the research committee)was the amount of difference between males and females perceived by the sample for each of the 33 characteristics. Figure 5 provides a graphic presentation of the results. Letters "M" and "F" are located on seven-interval scales for each characteristic. The difference between the letters represents the strength of difference in perceptions of females and males as indicated by mean scores of the sample.

The emotional makeup of males and females is viewed as the most different characteristic by the sample. Females are seen by the sample as being highly emotional, while males are perceived as being very nearly neutral on the scale. Whether the difference is real or fancied is open to debate, but the important of the perceived difference to sex equitable education is without question.

The second and third characteristic ranked on the scale would seem to go a long way toward explaining why unequal enrollment proportions exist in vocational areas. Males are perceived as being highly skill- and things-oriented while females are considered book- and people-oriented. A review of 1976-77 enrollment proportions indicate that male dominated areas are indeed skill- and things-oriented, while female dominated areas are more oriented to working and learning from books and people. Carried one step further, DE/MO has a rather nice balance of all four orientations, and the student enrollment is very nearly equal.

The next result to be discussed is the ranking of male/female perceptions by strength of perception. Since the center of the scale (4) is designated neutral, the farther the mean score of responses varied from neutral the greater the strength of the given perception. Figures 6 and 7 give a graphic view of the resultant means for perceptions of males and females respectively.

In determining how vocational educators view males and females it seems that, as a population, educators perceive males as skill-oriented, athletic, strong, loyal, etc.. Females are viewed as emotional, helpful, pleasant, caring, affectionate, loyal, etc.. Tables 6 and 7 repeat the information shown on the first 10 scales of Figures 6 and 7. In addition, they show the order and strength of responses for male respondents in the sample and female respondents in the sample.

There is a considerable difference in the perceptual profiles when only male or only female responses are considered. Female educators view males as being athletic, pleasant, loyal, skill-oriented, and strong. Male respondents view males as being primarily skill-oriented, strong, athletic, loyal, and good. It is of more than passing interest that female respondents think being pleasant is the second strongest characteristic of males, while males rank the characteristic as ninth.

The agreement between male and female respondents is much higher for female characteristics. Both groups agree that being emotional is the primary female characteristic. Almost complete agreement exists between the two groups of respondents that females are helpful, pleasant, caring, affectionate, and loyal. Female respondents ranked being skillful as the tenth most descriptive characteristic of females, while male respondents ranked it number 18.

The profiles presented in Figures 6 and 7 and Tables 6 and 7 coincide closely with the traditional notions of male and female characteristics. In order to reduce the effects of these perceptions on future enrollment and employment proportions the SEE Coordinator must develop elements in the curriculum which will argue against the validity of the characteristics as being sex oriented. For example, any number of examples could be found that argue against skill-orientation, athletic prowess, and loyalty being sex effected traits of character.

Finally, Figures 8 and 9 and Tables 8 and 9 show the level of agreement of respondents on the 33 characteristics. One of the most interesting aspects of this analysis is the much higher level of agreement which exists in the respondents regarding female characteristics. For example, the characteristic "brave" had highest agreement for both "male" and "female" concepts. Note, however, that 1 standard deviation (sd) is .88 units wide for "female" amd .966 units wide for "male" responses. In other words, even though males are perceived as braver than females, there is over 10 percent less agreement as to the degree of bravery of males than of females.

This information regarding levels of agreement of vocational educators should prove of value to the SEE Coordinator. For example, even though the sample returns indicated females are much more people-oriented than things-oriented, the extremely low level of agreement of respondents suggests that the perception is very susceptible to being changed.

Summary Conclusions and Recommendations

Conclusions:

1. Idaho vocational educators feel more overall dissatisfaction with student male/female proportions than with teacher proportions.

2. In reacting to student enrollment figures, the distributive education/multiple occupations teachers were generally most positive of all vocational areas; health occupations teachers were generally least positive.

3. For those vocational areas in which disparity by sex exists in student enrollments, vocational educators felt that the disparities were neither satisfactory nor ideal. The enrollments were, however, considered both practical and satisfactory to the community.

4. In general, the attitude toward teacher proportions were considered satisfactory and, except in the health occupations, somewhat ideal. Vocational educators also considered teacher employment proportions practical and satisfactory to the community.

Recommendations:

1. Provide summary data of this study to counselors, teachers, and administrators as the basis of consciousness-raising workshops.

2. Concentrate first on changing student female/male proportions, using vocational teachers, counselors, and administrators as change agents.

3. Try to determine community attitudes toward proportions, by sex, of vocational students and teachers.

4. Recommendations for further research:

   a. Identify recruitment techniques which would increase numbers of the under-represented sex in vocational areas to achieve ideal proportions.

   b. Replicate the present study on alternate years to measure progress in eradicating sex bias.

   c. Encourage replication of this study in adjoining states to provide data for comparison.

TABLE 1
Mean Scores of Perceptions of Actual (1976-77) Student Enrollment Proportions
by Vocational Area

Vocational Area	Mean Scores			
		Student Proportions As:		
	Satisfaction with 76-77 Student Enrollment	Ideal/ Not Ideal	Practical/ Impractical	Satisfactory/ Unsatisfactory to the Community
1. Agriculture Education	3.33	4.42	3.29	3.04
2. Distributive Education and Multiple Occupations	2.93	3.12	2.86	2.71
3. Health Occupations	4.23	4.82	3.85	3.76
4. Home Economics Occupations	3.43	4.25	3.27	2.88
5. Office Occupations	4.03	4.78	3.64	3.22
6. T&I & Technical Education	3.92	4.32	3.47	3.50

Note: Mean score range: 1.00 - 7.00 (1.00 = most positive, 4.00 = neutral, 7.00 = most negative)

TABLE 2
Mean Proportions of Student Enrollments,
Past and Future, By Vocational Area

Vocational Area	Mean Scores					
	Actual for 76-77		Ideal for 76-77		Ideal for Future	
	Female	Male	Female	Male	Female	Male
1. Agriculture Education	10.2	89.8	21.5	76.5	24.2	75.1
2. Destributive Education Multiple Occupations	48.4	51.6	51.9	48.1	51.4	48.7
3. Health Occupations	93.1	6.9	58.7	37.6	57.8	39.5
4. Home Economics Occupations	76.9	23.1	63.2	36.5	61.3	37.7
5. Office Occupations	90.1	9.9	66.3	33.8	63.9	35.5
6. T&I & Technical Education	5.8	94.2	29.6	71.2	32.1	68.8

Note: Due to rounding error and incomplete responses, mean scores do not necessarily equal 100%.

TABLE 3
Mean Scores of Perceptions of Actual (1976-77) Teacher Employment Proportions
by Vocational Area

Vocational Area	Mean Scores			
		Teacher Proportions As:		
	Satisfaction with 76-77 Teacher Employment	Ideal/ Not Ideal	Practical/ Impractical	Satisfactory/ Unsatisfactory to the Community
1. Agriculture Education	3.04	3.63	3.00	2.49
2. Distributive Education and Multiple Occupations	3.02	3.41	3.05	2.75
3. Health Occupations	3.85	4.35	3.29	3.03
4. Home Economics Occupations	3.31	3.90	2.92	2.54
5. Office Occupations	3.31	3.84	3.14	2.87
6. T&I & Technical Education	3.19	3.50	2.85	2.87

Note: Mean score range: 1.00 - 7.00 (1.00 = most positive, 4.00 = neutral, 7.00 = most negative)

TABLE 4
Mean Proportions of Teacher Employment,
Past and Future, By Vocational Area

Vocational Area	Mean Scores					
	Actual for 76-77		Ideal for 76-77		Ideal for Future	
	Female	Male	Female	Male	Female	Male
1. Agriculture Education	1.9	98.1	19.2	78.3	18.7	81.6
2. Distributive Education, Multiple Occupations	2.9	97.1	46.3	53.7	47.7	52.3
3. Health Occupations	92.5	7.5	63.3	34.9	61.4	34.1
4. Home Economics Occupations	98.6	1.4	74.8	26.1	73.8	26.6
5. Office Occupations	87.6	12.4	63.6	37.2	63.7	36.7
6. T&I & Technical Education	0.9	99.1	24.0	76.3	24.8	74.2

Note: Due to rounding error and incomplete responses, mean scores do not necessarily equal 100%.

TABLE 5
Characteristics Showing the Greatest Difference in Mean Scores, Ranked by Difference, from Total Respondents, Female Respondents Only, and Male Respondents Only

Characteristics	Rank-Difference in Mean		
	Total Respondents	Female Respondents	Male Respondents
Unemotional/Emotional	1-1.45	1-1.47	3-1.39
Skill Oriented/ Book Oriented	2-1.41	6-0.98	1-1.70
People Oriented/ Things Oriented	3-1.39	2-1.32	2-1.51
Vulgar/Refined	4-1.21	4-1.02	5-1.35
Distant/Affectionate	5-1.17	5-0.98	4-1.35
Nonathletic/Athletic	6-1.08	3-1.15	4-1.05
Traditional/Creative	7-1.01	7-0.96	6-1.06
Rash/Cautious	8-0.87	8-0.83	8-0.88
Disrespectful/ Respectful	9-0.75		9.5-.84
Forgetful/Retentive	10-0.74		9.5-.84
Skeptical/Believing		9-0.77	
Strong/Weak		10-0.68	

TABLE 6
Characteristics Rated as Most Descriptive of Males by Total Respondents, Compared with Ratings by Female Respondents Only and Male Respondents Only

Characteristics	Rank-Mean Scores (Difference from Neutral) Total Respondents	Female Respondents	Male Respondents
Skill oriented	1-2.90(1.10)	4-3.02(.98)	1-2.86(1.14)
Athletic	2-5.08(1.08)	1-5.20(1.20)	3.4.94(.94)
Strong	3-3.01(.99)	5-3.07(.93)	2-3.00(1.00)
*Loyal	4-4.94(.94)	3-5.01(1.01)	4-4.86(.86)
*Pleasant	5-4.87(.87)	2-5.04(1.04)	9-4.71(.71)
*Good	6-4.87(.87)	6-4.91(.91)	5-4.81(.81)
*Helpful	7-4.82(.82)	7-4.86(.86)	7-4.78(.78)
Brave	8-4.81(.81)	8.5-4.81(.81)	6-4.79(.79)
*Energetic	9-4.80(.80)	8.5-4.81(.81)	8-4.77(.77)
*Skillful	10-4.61(.61)		
Curious			10-5-4.70(.70)
**Things Oriented			10-5-4.70(.70)
Conventional		10-3.30(.70)	

*Characteristics rated as descriptive of both males and females.
**Opposite characteristics used to describe females.

TABLE 7
Characteristics Rated as Most Descriptive of Females by Total Respondents, Compared with Ratings by Female Respondents Only and Male Respondents Only

Characteristics	Rank-Mean Scores (Difference from Neutral) Total Respondents	Female Respondents	Male Respondents
Emotional	1-5.41(1.41)	1-5.38(1.38)	1-5.39(1.39)
*Helpful	2.5-5.22(1.22)	2-5.23(1.23)	3-5.20(1.20)
*Pleasant	2.5-5.22(1.22)	3-5.19(1.19)	3-5.20(1.20)
Caring	4.5-5.17(1.17)	4-5.14(1.14)	5-5.14(1.14)
Affectionate	4.5-5.17(1.17)	5-5.11(1.11)	3-5.20(1.20)
*Loyal	6-5.09(1.09)	6-5.02(1.02)	6-5.12(1.12)
Respectful	7-5.04(1.04)	7-4.97(1.97)	7-5.09(1.09)
*Good	8-5.02(1.02)	8-4.96(.96)	8-5.06(1.06)
*Energetic	9-4.86(.86)		9-4.95(.95)
Refined	10-4.85(.85)		10-4.92(.92)
**People Oriented		9-3.12(.88)	
*Skillful		10-4.86(.86)	

*Characteristics rated as descriptive of both males and females.
**Opposite characteristic used to describe males.

TABLE 8
Female Characteristics Having Greatest Agreement by Total Respondents, Male Respondents Only, and Female Respondents Only

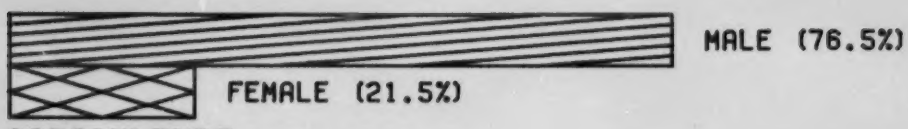
Characteristics	Rank- Standard-Deviation		
	Total Respondents	Male Respondents	Female Respondents
Cowardly/Brave	1-0.88	1-0.926	1-0.859
Unemotional/Emotional	2-0.99	2-1.006	4-1.006
Strong/Weak	3-1.00	3-1.021	3-1.005
Heedless/Vigilant	4-1.01	5-1.036	5-1.009
Distant/Affectionate	5-1.03	7-1.052	6-1.029
Bungling/Skillful	6-1.04	6-1.050	8-1.045
Unaiding/Helpful	7-1.04	8-1.056	9-1.054
Unpleasant/Pleasant	8-1.04	10-1.088	2-1.000
Conventional/Eccentric	9-1.05	4-1.028	10-1.093
Bad/Good	10-1.07	9-1.084	7-1.040

TABLE 9
Male Characteristics Having Greatest Agreement by
Total Respondents, Male Respondents Only,
and Female Respondents Only

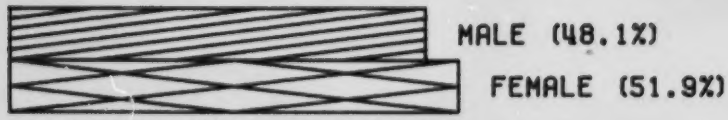
Characteristics	Rank- Standard-Deviation		
	Total Respondents	Male Respondents	Female Respondents
Cowardly/Brave	1-0.966	1-0.973	2-0.987
Heedless/Vigilant	2-0.98	3-1.030	1-0.965
Bungling/Skillful	3-1.06	4-1.040	3-1.077
Conventional/Eccentric	4-1.09	2-1.017	10-1.166
Strong/Weak	5-1.10	5-1.104	9-1.129
Bad/Good	7-1.11	7-1.134	6-1.092
Disloyal/Loyal	7-1.11	8-1.154	4-1.076
Unpleasant/Pleasant	7-1.11	6-1.123	5-1.085
Vulgar/Refined	9-1.13	9-1.159	7-1.103
Unaiding/Helpful	10-1.14	10-1.178	8-1.109

FIGURE 1

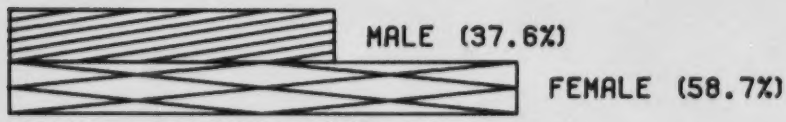
IDEAL STUDENT ENROLLMENT IN 1976/1977



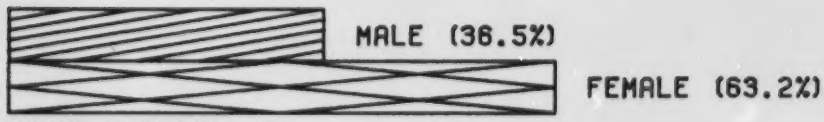
AGRICULTURE



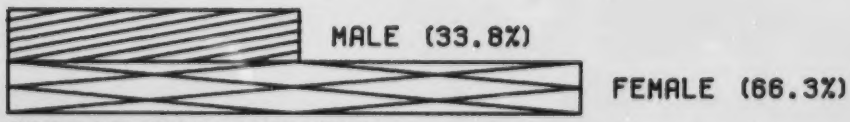
DISTRIBUTIVE EDUCATION



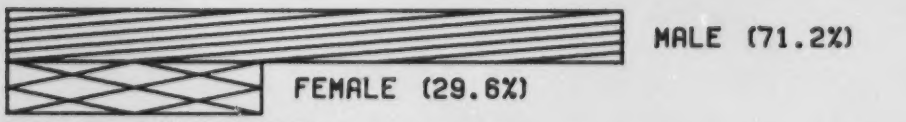
HEALTH OCCUPATIONS



HOME ECONOMICS



OFFICE OCCUPATIONS



T & I EDUCATION

FIGURE 2

IDEAL FUTURE STUDENT ENROLLMENT

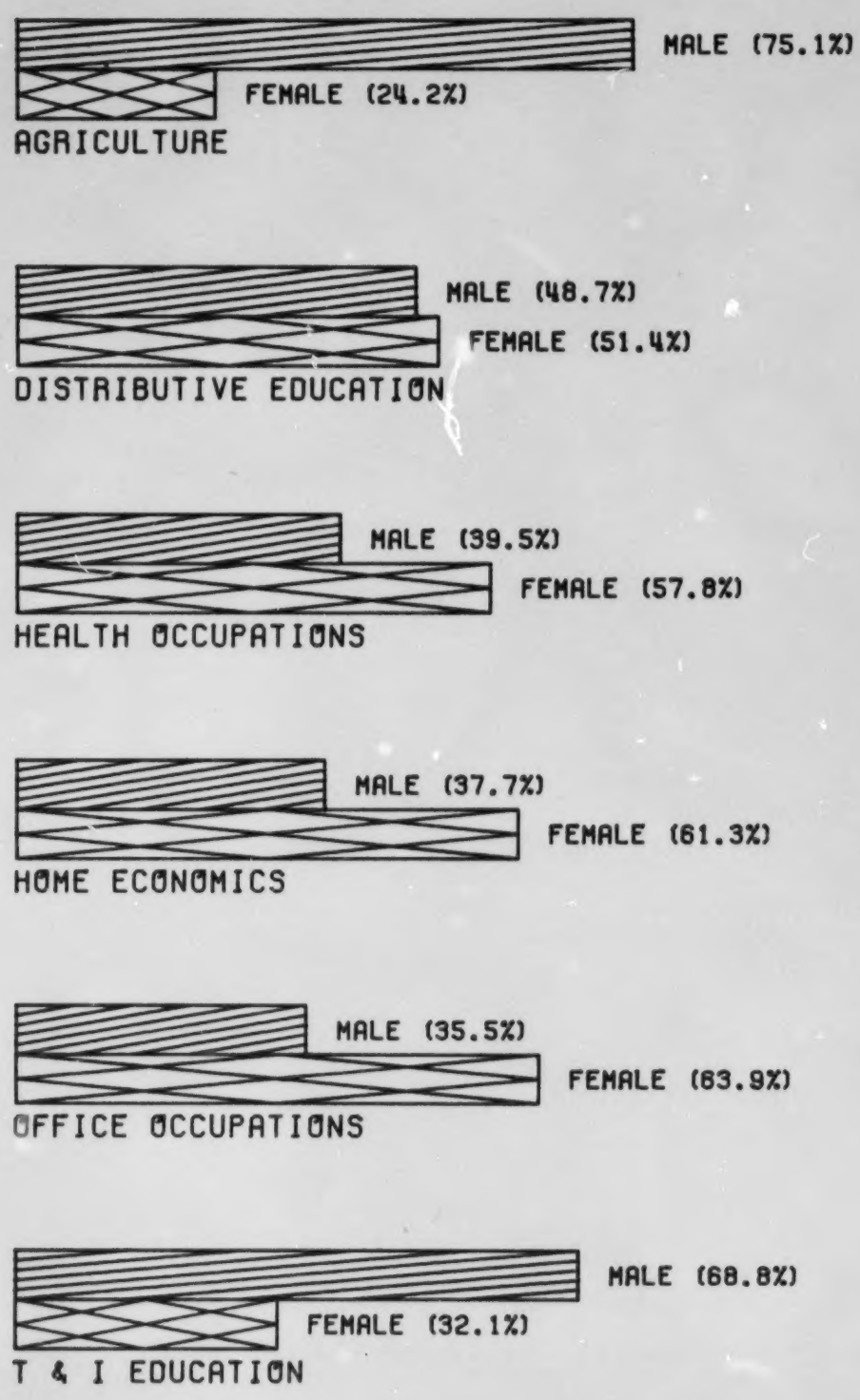
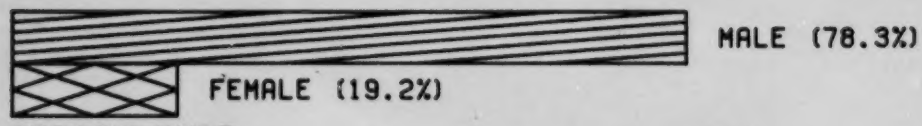
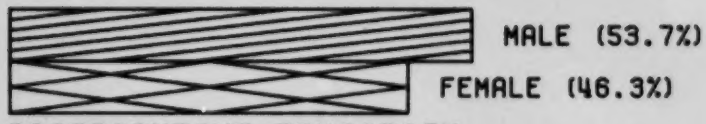


FIGURE 3

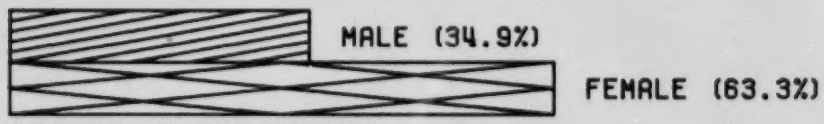
IDEAL TEACHER EMPLOYMENT IN 1976/1977



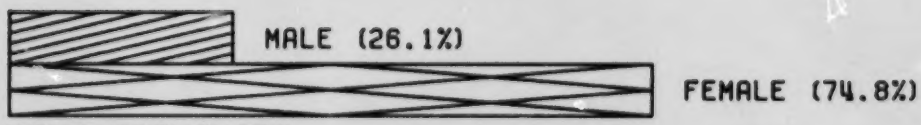
AGRICULTURE



DISTRIBUTIVE EDUCATION

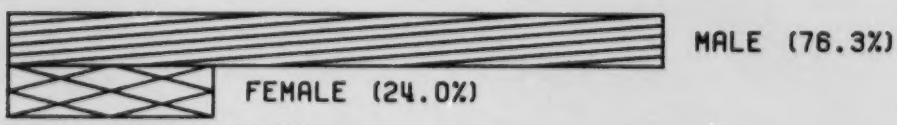


HEALTH OCCUPATIONS



HOME ECONOMICS

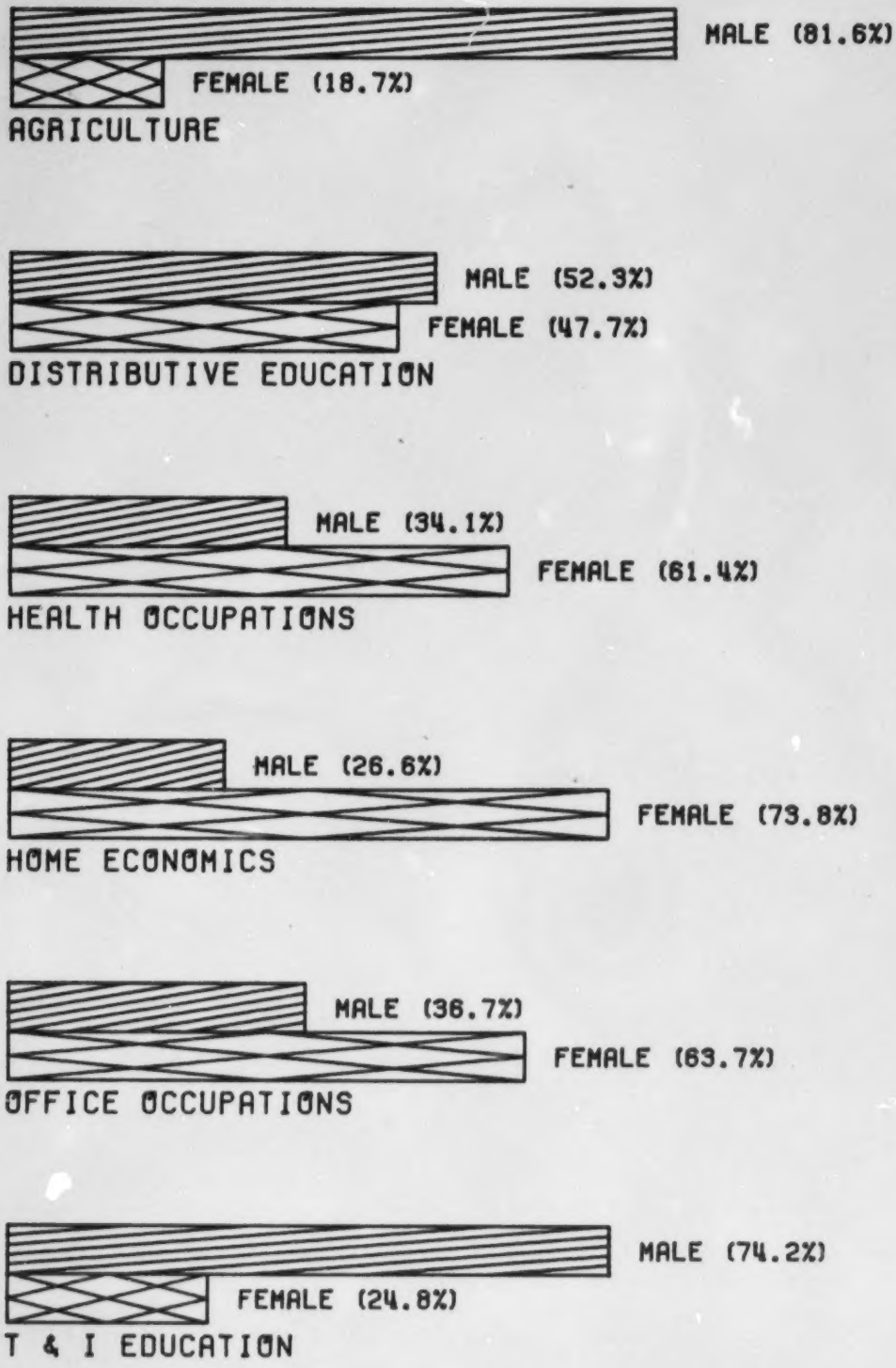
OFFICE OCCUPATIONS



T & I EDUCATION

FIGURE 4

IDEAL FUTURE TEACHER PROPORTIONS



MALE-FEMALE PERCEPTIONS RANKED BY DIFFERENCE

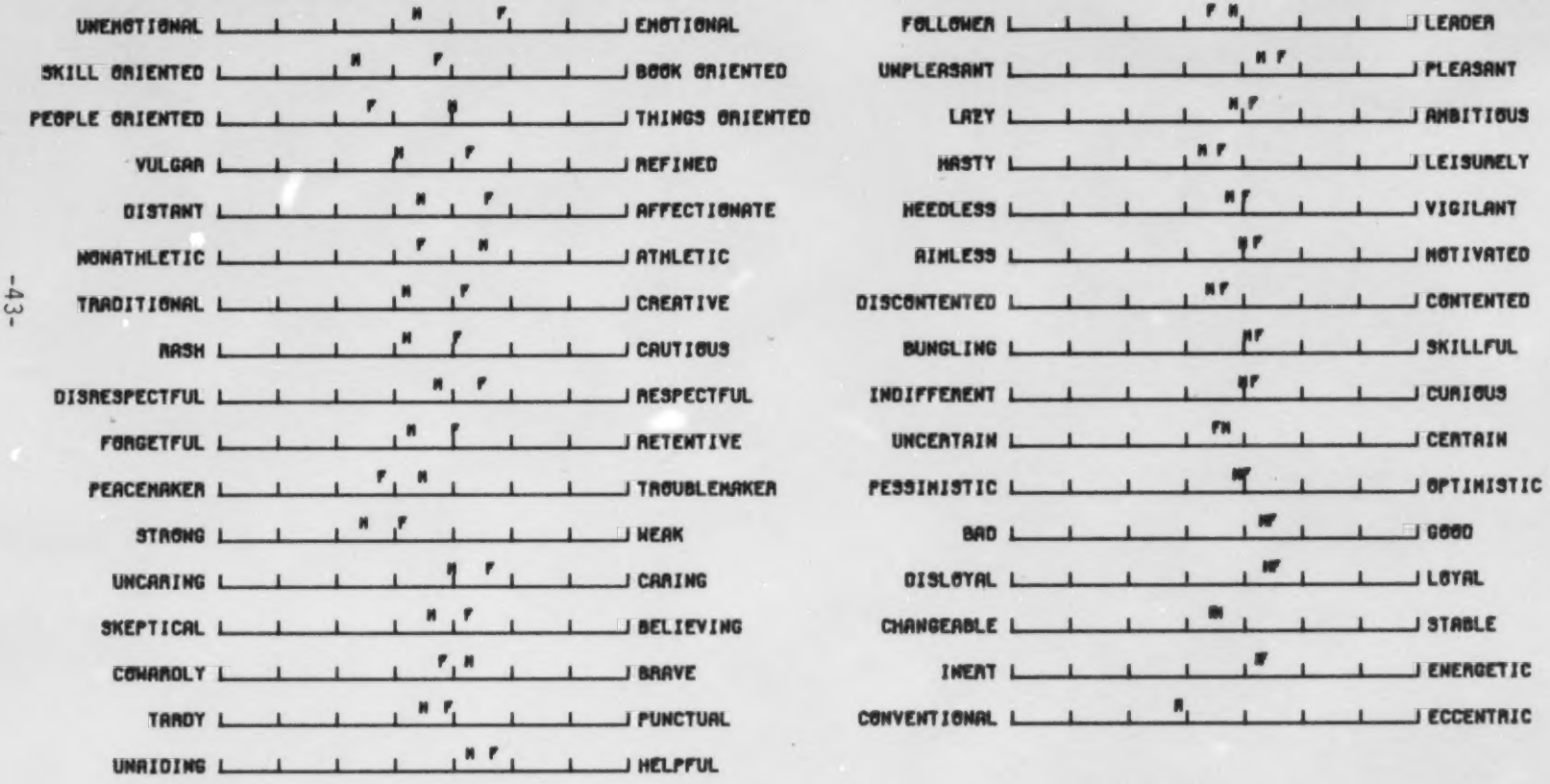


FIGURE 5

MALE PERCEPTIONS RANKED BY DISTANCE FROM 4

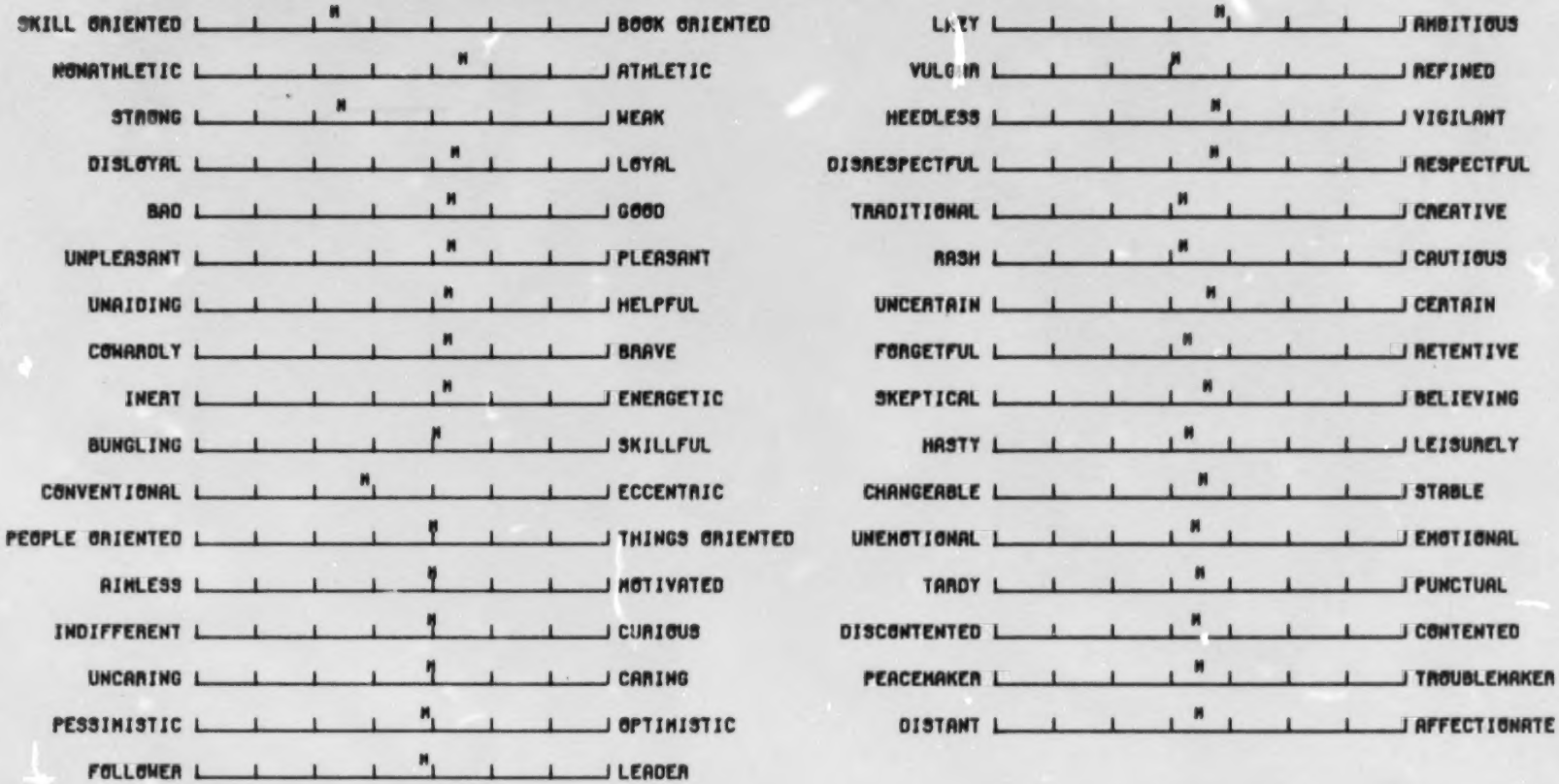


FIGURE 6

FEMALE PERCEPTIONS RANKED BY DISTANCE FROM 4

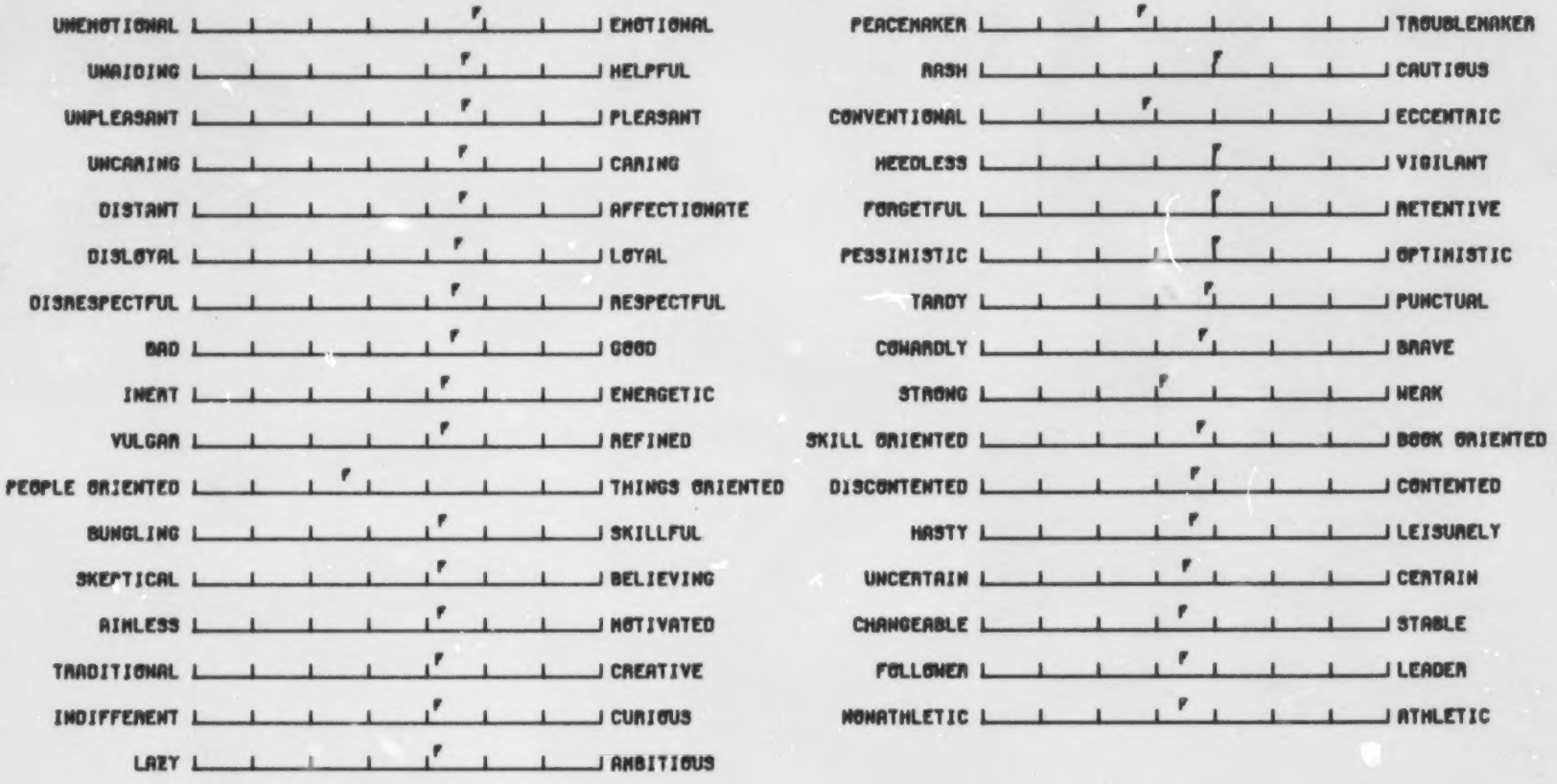


FIGURE 7

FEMALE PERCEPTIONS RANKED BY LEVEL OF AGREEMENT

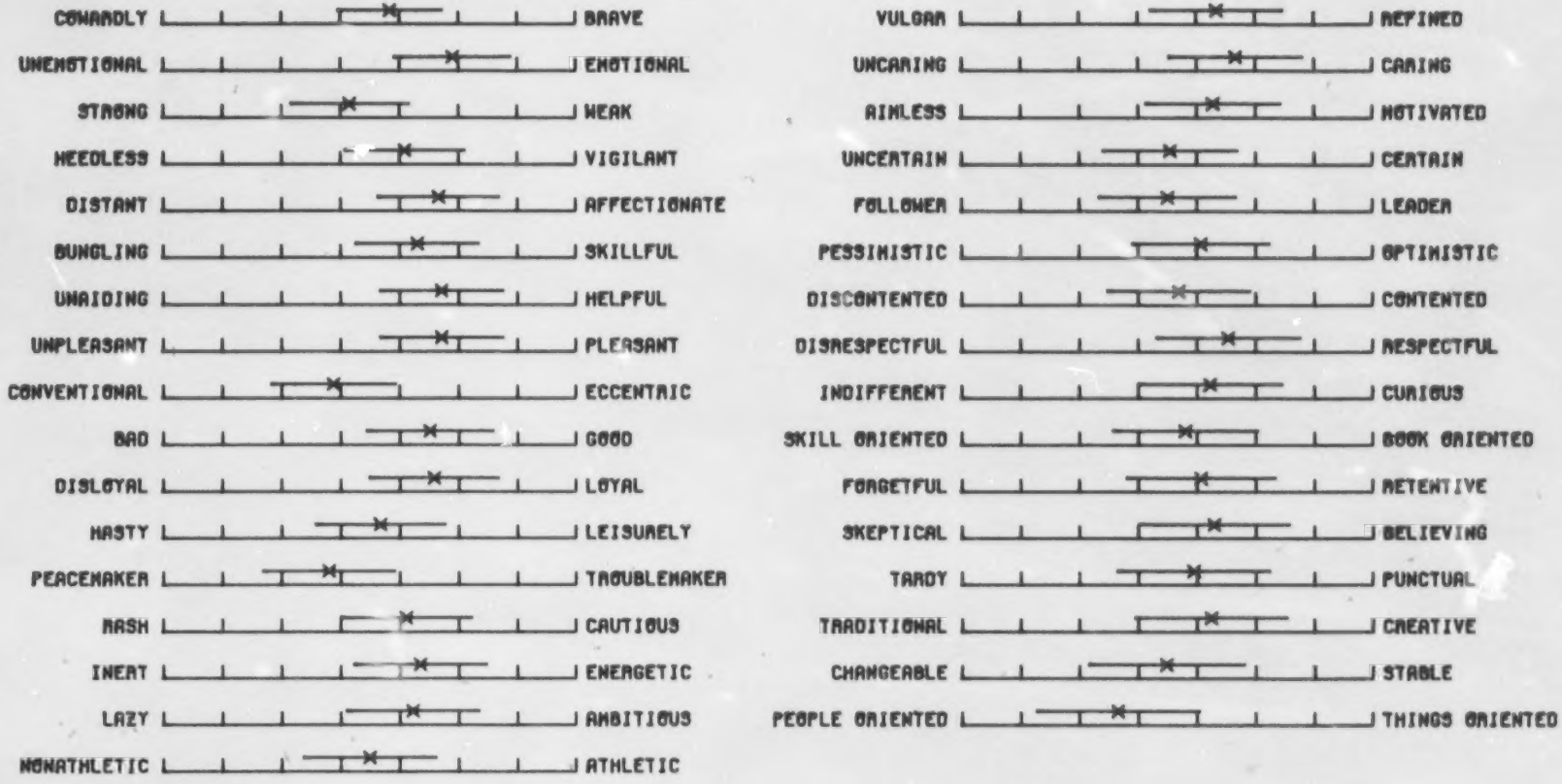


FIGURE 8

MALE PERCEPTIONS RANKED BY LEVEL OF AGREEMENT

FIGURE 9

APPENDIX A

University of Idaho
College of Education
Division of Vocational
Teacher Education
Moscow, Idaho/83843

May 5, 1978

Dear Vocational Educator:

As you are probably aware, recent vocational education legislation has been addressed to the elimination of sex bias in vocational programs in all areas and at all levels. We recognize that some people feel that changes are in order, while others feel that present circumstances are very satisfactory. A Sex Equity Research Committee, under the sponsorship of the State Division of Vocational Education, is conducting this survey to determine how vocational educators themselves feel about the subject.

Your cooperation in completing this survey is very much appreciated. It is essential that educators from all vocational areas, all parts of the State and all educational levels be represented. Each person brings a different point of view, a unique perspective.

Your return will be included with hundreds of others and the group results will be analyzed. Answers to this questionnaire are completely confidential, and no analysis of individual responses will be conducted or reported. We recognize that you are being asked to respond to this questionnaire during a very busy season. We would just like you to know, however, that your response is of utmost importance to the total effort. Please take the time right now to complete and return the attached survey since no follow up will be conducted.

Instructions for receiving a summary of results are included on the back cover of the survey.

Thank you for your contribution.

Jack Kaufman
Jack Kaufman

Muriel Oaks
Muriel Oaks

Carol Rauch
Carol Rauch

Sex Equity Research Committee

The University of Idaho is an Equal Opportunity/Affirmative Action Employer and Educational Institution.

INSTRUCTIONS

In responding to this instrument, please make your judgments on the basis of what each item means to you in relation to the population being judged. You are to answer all items relating to one population before moving to the next. Please read the instructions for using the scales carefully before you begin marking your judgments.

Here is how you are to use these scales:

If you feel that the population at the top of the page is very closely related to one end of the scale, you should place your check mark as follows:

good __X__ : ____ : ____ : ____ : ____ : ____ : ____ bad

OR

good ____ : ____ : ____ : ____ : ____ : ____ : __X__ bad

The direction toward which you check, of course, depends upon which of the two ends of the scale seem most characteristic of the population you are judging. If you consider the concept to be neutral on the scale, both sides of the scale equally associated with the population; or if the scale is completely irrelevant, unrelated to the population, then you should place your check mark in the middle space:

safe ____ : ____ : ____ : __X__ : ____ : ____ : ____ dangerous

Spaces between the extreme and neutral position should be used to indicate intermediate judgments.

IMPORTANT: (1) Place your check-marks in the middle of spaces, not on the boundaries.

____ : ____ : ____ : __X__ : ____ : ____X____

THIS NOT THIS

(2) Be sure you check every scale for every concept--do not fail to mark every scale.

(3) Never put more than one check mark on a single scale.

(4) If you wish to change a response, circle the incorrect response and re-mark the scale.

Make each item a separate and independent judgment. Work at fairly high speed through this test. Do not worry or puzzle over individual items. It is your first impressions, the immediate "feelings" about the items, that we want. On the other hand, please do not be careless, because we want your true impressions.

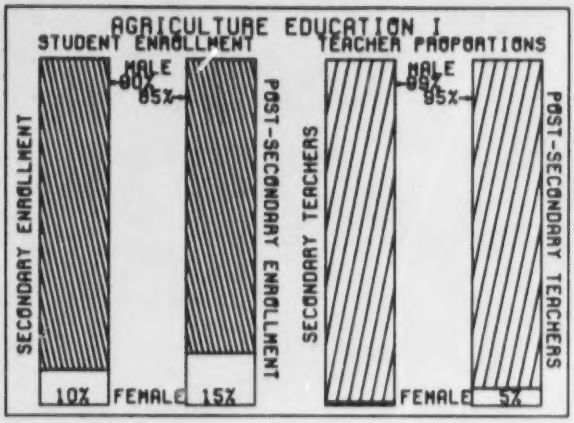
We understand that all teachers strive to treat each student as an individual, but we are interested in your general perceptions of the characteristics of students as a group. Be assured that your sharing of your honest perception of these group characteristics will not be seen as a lack of ability to meet the individual needs of your students.

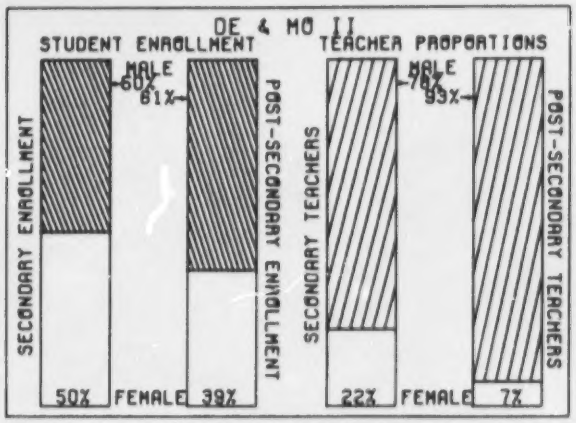
MALE

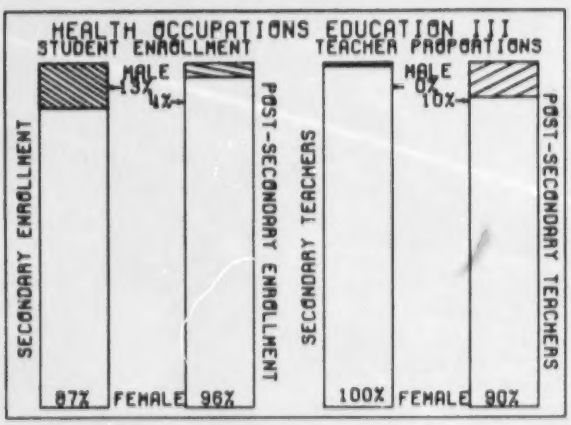
SKEPTICAL	BELIEVING
PESSIMISTIC	OPTIMISTIC
INDIFFERENT	CURIOUS
RASH	CAUTIOUS
HASTY	LEISURELY
DISRESPECTFUL	RESPECTFUL
PEACEMAKER	TROUBLEMAKER
STRONG	WEAK
FORGETFUL	RETENTIVE
INERT	ENERGETIC
DISTANT	AFFECTIONATE
UNEMOTIONAL	EMOTIONAL
TRADITIONAL	CREATIVE
UNPLEASANT	PLEASANT
BAD	GOOD
AIMLESS	MOTIVATED
CHANGEABLE	STABLE
UNCARING	CARING
DISLOYAL	LOYAL
LAZY	AMBITIOUS
HEEDLESS	VIGILANT
FOLLOWER	LEADER
UNAIDING	HELPFUL
PEOPLE ORIENTED	THINGS ORIENTED
VULGAR	REFINED
BUNGLING	SKILLFUL
SKILL ORIENTED	BOOK ORIENTED
DISCONTENTED	CONTENTED
TARDY	PUNCTUAL
NONATHLETIC	ATHLETIC
CONVENTIONAL	ECCENTRIC
UNCERTAIN	CERTAIN
COWARDLY	BRAVE

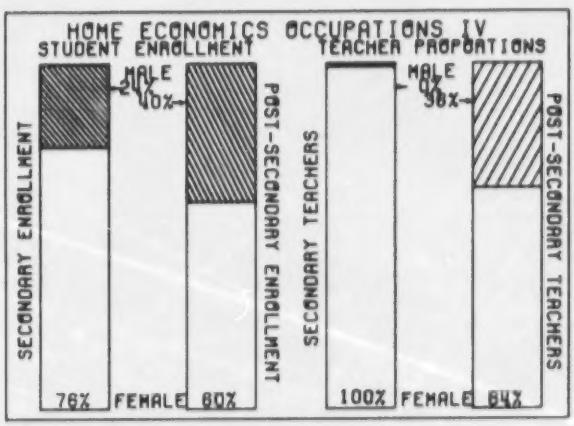
FEMALE

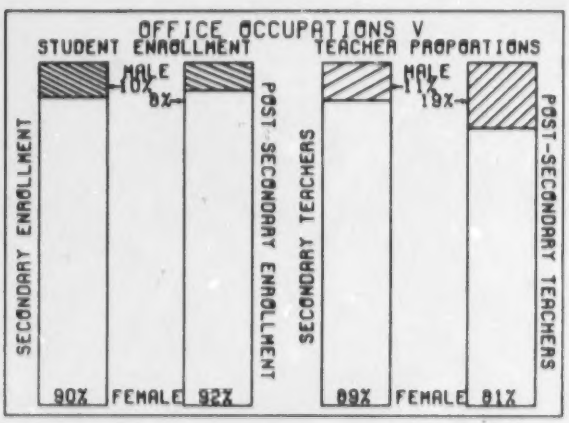
RETENTIVE	FORGETFUL
VIGILANT	HEEDLESS
LEADER	FOLLOWER
CONTENTED	DISCONTENTED
CARING	UNCARING
THINGS ORIENTED	PEOPLE ORIENTED
BRAVE	COWARDLY
ENERGETIC	INERT
BOOK ORIENTED	SKILL ORIENTED
PUNCTUAL	TARDY
SKILLFUL	BUNGLING
BELIEVING	SKEPTICAL
ECCENTRIC	CONVENTIONAL
CERTAIN	UNCERTAIN
OPTIMISTIC	PESSIMISTIC
ATHLETIC	NONATHLETIC
CAUTIOUS	RASH
LEISURELY	HASTY
PLEASANT	UNPLEASANT
AFFECTIONATE	DISTANT
EMOTIONAL	UNEMOTIONAL
CREATIVE	TRADITIONAL
CURIOUS	INDIFFERENT
MOTIVATED	AIMLESS
RESPECTFUL	DISRESPECTFUL
STABLE	CHANGEABLE
TROUBLEMAKER	PEACEMAKER
WEAK	STRONG
GOOD	BAD
REFINED	VULGAR
AMBITIOUS	LAZY
HELPFUL	UNAIDING
LOYAL	DISLOYAL

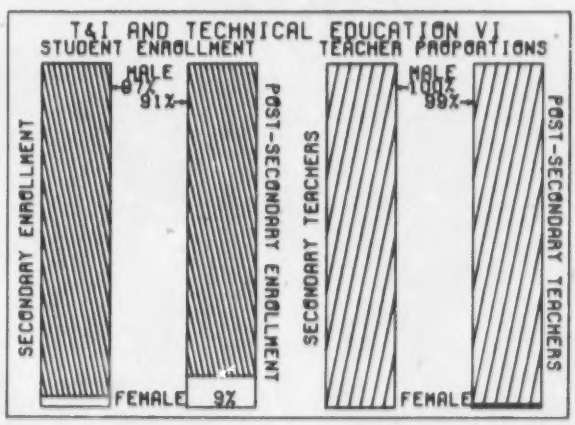

AGRICULTURE EDUCATION I
STUDENT ENROLLMENT
TEACHER PROPORTIONS
SECONDARY ENROLLMENT
POST-SECONDARY ENROLLMENT
SECONDARY TEACHERS
POST-SECONDARY TEACHERS
MALE
90%
85%
95%
95%
10%
FEMALE
15%
FEMALE
5%


DE & MO II
STUDENT ENROLLMENT
TEACHER PROPORTIONS
SECONDARY ENROLLMENT
POST-SECONDARY ENROLLMENT
SECONDARY TEACHERS
POST-SECONDARY TEACHERS
MALE
60%
81%
74%
93%
50%
FEMALE
39%
22%
FEMALE
7%


HEALTH OCCUPATIONS EDUCATION III
STUDENT ENROLLMENT
TEACHER PROPORTIONS
SECONDARY ENROLLMENT
POST-SECONDARY ENROLLMENT
SECONDARY TEACHERS
POST-SECONDARY TEACHERS
MALE
13%
4%
0%
10%
87%
FEMALE
96%
100%
FEMALE
90%


HOME ECONOMICS OCCUPATIONS IV
STUDENT ENROLLMENT
TEACHER PROPORTIONS
SECONDARY ENROLLMENT
POST-SECONDARY ENROLLMENT
SECONDARY TEACHERS
POST-SECONDARY TEACHERS
MALE
24%
40%
0%
98%
76%
FEMALE
60%
100%
FEMALE
84%


OFFICE OCCUPATIONS V
STUDENT ENROLLMENT
TEACHER PROPORTIONS
SECONDARY ENROLLMENT
POST-SECONDARY ENROLLMENT
SECONDARY TEACHERS
POST-SECONDARY TEACHERS
MALE
10%
8%
11%
19%
90%
FEMALE
92%
89%
FEMALE
81%


T&I AND TECHNICAL EDUCATION VI
STUDENT ENROLLMENT
TEACHER PROPORTIONS
SECONDARY ENROLLMENT
POST-SECONDARY ENROLLMENT
SECONDARY TEACHERS
POST-SECONDARY TEACHERS
MALE
91%
100%
99%
FEMALE
9%
FEMALE

"WHAT DO YOU THINK?"

These questions are based on the graphs for female/male proportions in Idaho vocational programs for 1976-1977. Please refer to the graphs only for your vocational area when answering the following questions.

1. Check the graph number of your own vocational area below.

   I.____ II. ____ III.____ IV.____ V.____ VI.____ VII.____

Instructions: Following the same technique used in the previous section please check one response for each of the following items.

2. To what degree are you satisfied with the female/male student enrollment figures of your vocational area?

   Satisfied ____:____:____:____:____:____:____ Not at all satisfied

3. Do you consider the male/female student proportions to be:

   Ideal ____:____:____:____:____:____:____ Not ideal

   Practical ____:____:____:____:____:____:____ Impractical

   Satisfactory to the community ____:____:____:____:____:____:____ Unsatisfactory to the community

4. What do you feel should have been ideal student enrollment proportions for your area during 1976-1977?

   Female _____ % Male _____ %

5. To what degree are you satisfied with the male/female teacher employment figures of your vocational area?

   Satisfied ____:____:____:____:____:____:____ Not at all satisfied

6. Do you consider the male/female teacher proportions to be:

   Ideal ____:____:____:____:____:____:____ Not ideal

   Practical ____:____:____:____:____:____:____ Impractical

   Satisfactory to the community ____:____:____:____:____:____:____ Unsatisfactory to the community

7. What do you feel should have been ideal teacher enrollment proportions for your area during 1976-1977?

   Female _____ % Male _____ %

8. What would be your advice to the State Division of Vocational Education concerning future proportions for the following groups?

   I think the proportions should be:

   For students: Female _____ % Male _____ %

   For teachers: Female _____ % Male _____ %

DEMOGRAPHIC INFORMATION

Finally, we would like to ask a few questions about yourself for statistical purposes.

1. Your present position: (check one most applicable)

   _____ Secondary vocational teacher

   _____ Post-secondary vocational teacher

   _____ Secondary administrator

   _____ Post-secondary administrator

   _____ Secondary counselor

   _____ Post-secondary counselor

   _____ Other (please specify) _____

2. Years in present position: _____

3. Age: _____

4. Sex: Male _____ Female _____

QUESTIONS WE DIDN'T ASK

Because of the recency of formal efforts in vocational sex equity, you may have opinions or concerns that we have not addressed. Please feel free to use this space to share such feelings with us.

Thank you for taking the time to complete this survey. Please remove the front cover which contains your name, and return the completed survey in the business reply envelope furnished.

If you desire a summary of the results, simply leave the cover page intact when you return the survey, and a copy will be sent to you in late Summer. Please note any address changes on the label.

--- Your Response is Critical ---

IDAHO SEX EQUITY SURVEY INSIDE

IMPORTANT

Jack Kaufman, Chairman
Sex Equity Research Committee
College of Education
University of Idaho
Moscow, ID 83843

University of Idaho
College of Education
Division of Vocational
Teacher Education
Moscow, Idaho 83843

May 5, 1978

Dear Vocational Educator:

As you are probably aware, recent vocational education legislation has been addressed to the elimination of sex bias in vocational programs in all areas and at all levels. We recognize that some people feel that changes are in order, while others feel that present circumstances are very satisfactory. A Sex Equity Research Committee, under the sponsorship of the State Division of Vocational Education, is conducting this survey to determine how vocational educators themselves feel about the subject.

Your cooperation in completing this survey is very much appreciated. It is essential that educators from all vocational areas, all parts of the State and all educational levels be represented. Each person brings a different point of view, a unique perspective.

Your return will be included with hundreds of others and the group results will be analyzed. Answers to this questionnaire are completely confidential, and no analysis of individual responses will be conducted or reported. We recognize that you are being asked to respond to this questionnaire during a very busy season. We would just like you to know, however, that your response is of utmost importance to the total effort. Please take the time right now to complete and return the attached survey since no follow up will be conducted.

Instructions for receiving a summary of results are included on the back cover of the survey.

Thank you for your contribution.

Jack Kaufman

Jack Kaufman

Muriel Oaks

Carol Rauch

Carol Rauch

Sex Equity Research Committee

The University of Idaho is an Equal Opportunity/Affirmative Action Employer and Educational Institution.

INSTRUCTIONS

In responding to this instrument, please make your judgments on the basis of what each item means to you in relation to the population being judged. You are to answer all items relating to one population before moving to the next. Please read the instructions for using the scales carefully before you begin marking your judgments.

Here is how you are to use these scales:

If you feel that the population at the top of the page is very closely related to one end of the scale, you should place your check mark as follows:

good __X__ : ____ : ____ : ____ : ____ : ____ : ____ bad

OR

good ____ : ____ : ____ : ____ : ____ : ____ : __X__ bad

The direction toward which you check, of course, depends upon which of the two ends of the scale seem most characteristic of the population you are judging. If you consider the concept to be neutral on the scale, both sides of the scale equally associated with the population; or if the scale is completely irrelevant, unrelated to the population, then you should place your check mark in the middle space:

safe ____ : ____ : ____ : __X__ : ____ : ____ : ____ dangerous

Spaces between the extreme and neutral position should be used to indicate intermediate judgments.

IMPORTANT: (1) Place your check-marks in the middle of spaces, not on the boundaries.

____ : ____ : ____ : __X__ : ____ : ____X____

THIS NOT THIS

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(3) Never put more than one check mark on a single scale.

(4) If you wish to change a response, circle the incorrect response and re-mark the scale.

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MALE

SKEPTICAL	BELIEVING
PESSIMISTIC	OPTIMISTIC
INDIFFERENT	CURIOUS
RASH	CAUTIOUS
HASTY	LEISURELY
DISRESPECTFUL	RESPECTFUL
PEACEMAKER	TROUBLEMAKER
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INERT	ENERGETIC
DISTANT	AFFECTIONATE
UNEMOTIONAL	EMOTIONAL
TRADITIONAL	CREATIVE
UNPLEASANT	PLEASANT
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AIMLESS	MOTIVATED
CHANGEABLE	STABLE
UNCARING	CARING
DISLOYAL	LOYAL
LAZY	AMBITIOUS
NEEDLESS	VIGILANT
FOLLOWER	LEADER
UNAIDING	HELPFUL
PEOPLE ORIENTED	THINGS ORIENTED
VULGAR	REFINED
BUNGLING	SKILLFUL
SKILL ORIENTED	BOOK ORIENTED
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TARDY	PUNCTUAL
NONATHLETIC	ATHLETIC
CONVENTIONAL	ECCENTRIC
UNCERTAIN	CERTAIN
COWARDLY	BRAVE

FEMALE

RETENTIVE	FORGETFUL
VIGILANT	NEEDLESS
LEADER	FOLLOWER
CONTENTED	DISCONTENTED
CARING	UNCARING
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BELIEVING	SKEPTICAL
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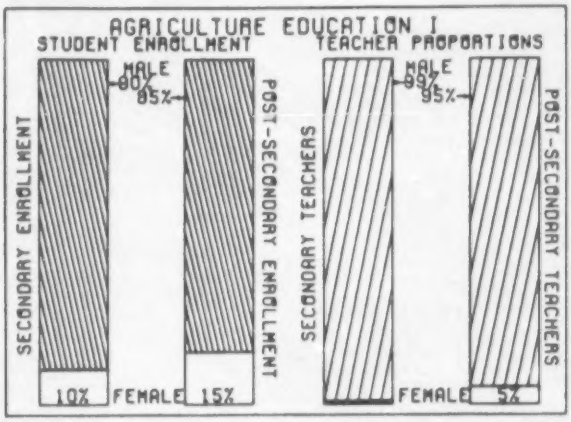
CERTAIN	UNCERTAIN
OPTIMISTIC	PESSIMISTIC
ATHLETIC	NONATHLETIC
CAUTIOUS	RASH
LEISURELY	HASTY
PLEASANT	UNPLEASANT
AFFECTIONATE	DISTANT
EMOTIONAL	UNEMOTIONAL
CREATIVE	TRADITIONAL
CURIOUS	INDIFFERENT
MOTIVATED	AIMLESS
RESPECTFUL	DISRESPECTFUL
STABLE	CHANGEABLE
TROUBLEMAKER	PEACEMAKER
WEAK	STRONG
GOOD	BAD
REFINED	VULGAR
AMBITIOUS	LAZY
HELPFUL	UNAIDING
LOYAL	DISLOYAL

ADMINISTRATORS AND COUNSELORS

This survey is similar to a survey being given to teachers in each vocational area. Because of your involvement in multiple areas, your response is requested for each area of your involvement. Please respond to questions in the applicable areas and check "not applicable" for those areas in which you have no involvement.



1. _____ I have no programs in this area. (Not applicable)

Following the technique used in the previous section, please check one response for each of the following items.

2. To what degree are you satisfied with the student enrollment figures of this vocational area?

Satisfied ___:___:___:___:___:___:___ Not at all satisfied

3. Do you consider the male/female student proportions to be:

Ideal ___:___:___:___:___:___:___ Not ideal

Practical ___:___:___:___:___:___:___ Not at all practical

Satisfactory to the community ___:___:___:___:___:___:___ Unsatisfactory to the community

4. What do you feel should have been ideal student enrollment proportions for this area during 1976-1977?

Female: _____% Male: _____ %

5. To what degree are you satisfied with the male/female teacher employment figures for this vocational area?

Satisfied ___:___:___:___:___:___:___ Not at all satisfied

6. Do you consider the male/female teacher proportions to be:

Ideal ___:___:___:___:___:___:___ Not ideal

Practical ___:___:___:___:___:___:___ Not at all practical

Satisfactory to the community ___:___:___:___:___:___:___ Unsatisfactory to the community

7. What do you feel should have been ideal teacher enrollment porportions for this area during 1976-1977?

Female: _____ % Male: _____ %

8. What would be your advice to the State Division of Vocational Education concerning future proportions for the following groups in this vocational area:

For students: Female: _____ % Male: _____ % For teachers: Female: _____ % Male: _____ %

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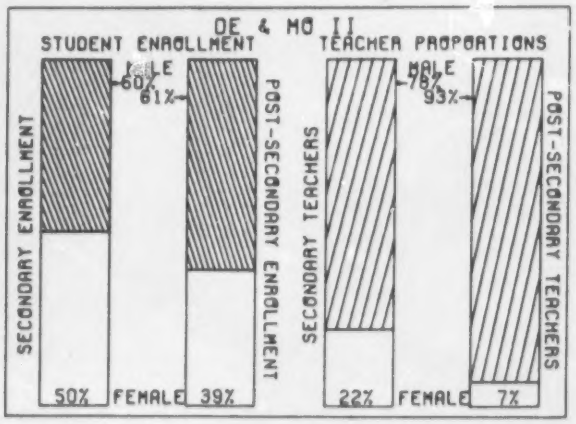

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Practical ___:___:___:___:___:___:___ Not at all practical

Satisfactory to the community ___:___:___:___:___:___:___ Unsatisfactory to the community

4. What do you feel should have been ideal student enrollment proportions for this area during 1976-1977?

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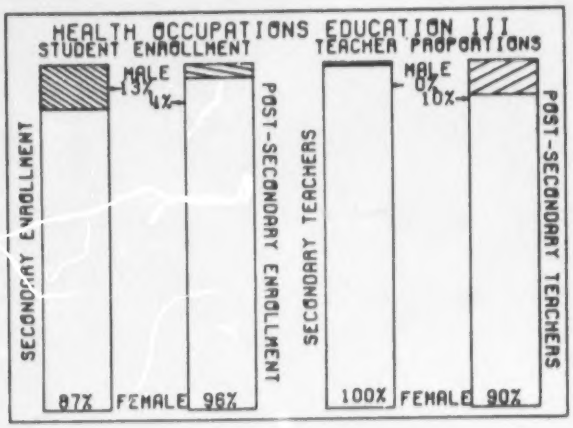

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Practical ___:___:___:___:___:___:___ Not at all practical

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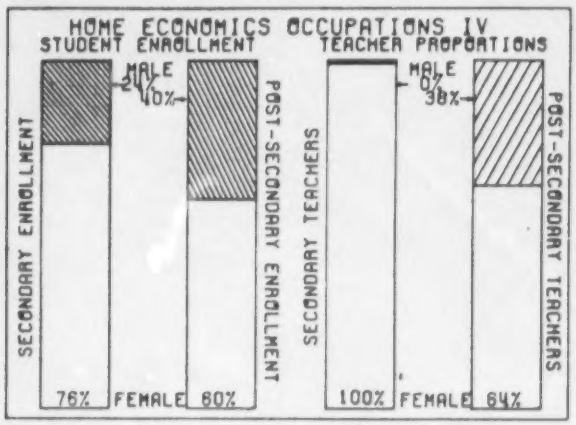

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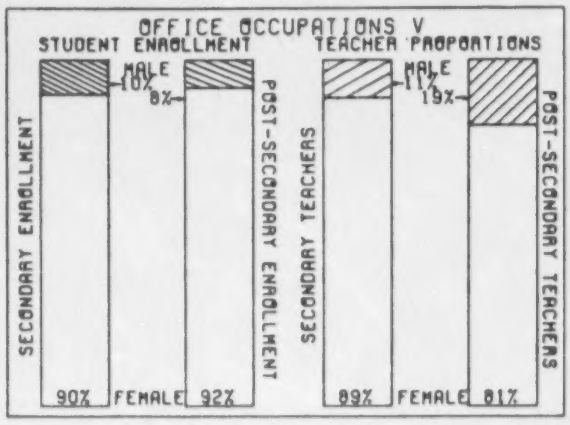

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7. What do you feel should have been ideal teacher enrollment porportions for this area during 1976-1977?

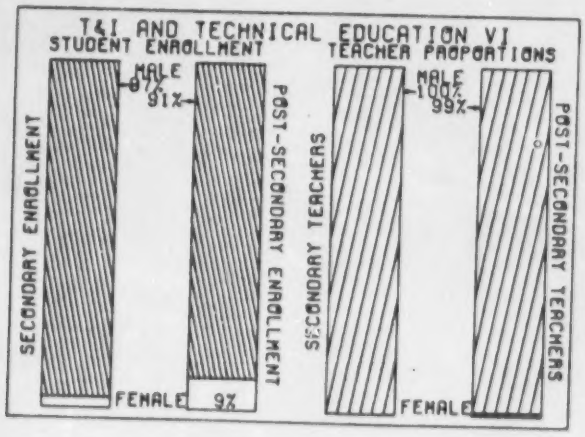
Female: _____ % Male: _____ %

8. What would be your advice to the State Division of Vocational Education concerning future proportions for the following groups in this vocational area:

For students: Female: _____ % Male: _____ % For teachers: Female: _____ % Male: _____ %

ADMINISTRATORS AND COUNSELORS

This survey is similar to a survey being given to teachers in each vocational area. Because of your involvement in multiple areas, your response is requested for each area of your involvement. Please respond to questions in the applicable areas and check "not applicable" for those areas in which you have no involvement.



1. _____ I have no programs in this area. (Not applicable)

Following the technique used in the previous section, please check one response for each of the following items.

2. To what degree are you satisfied with the student enrollment figures of this vocational area?

Satisfied ___:___:___:___:___:___:___ Not at all satisfied

3. Do you consider the male/female student proportions to be:

Ideal ___:___:___:___:___:___:___ Not ideal

Practical ___:___:___:___:___:___:___ Not at all practical

Satisfactory to the community ___:___:___:___:___:___:___ Unsatisfactory to the community

4. What do you feel should have been ideal student enrollment proportions for this area during 1976-1977?

Female: _____% Male: _____ %

5. To what degree are you satisfied with the male/female teacher employment figures for this vocational area?

Satisfied ___:___:___:___:___:___:___ Not at all satisfied

6. Do you consider the male/female teacher proportions to be:

Ideal ___:___:___:___:___:___:___ Not ideal

Practical ___:___:___:___:___:___:___ Not at all practical

Satisfactory to the community ___:___:___:___:___:___:___ Unsatisfactory to the community

7. What do you feel should have been ideal teacher enrollment porportions for this area during 1976-1977?

Female: _____ % Male: _____ %

8. What would be your advice to the State Division of Vocational Education concerning future proportions for the following groups in this vocational area:

For students: Female: _____ % Male: _____ % For teachers: Female: _____ % Male: _____ %

DEMOGRAPHIC INFORMATION

Finally, we would like to ask a few questions about yourself for statistical purposes.

1. Your present position: (check one most applicable)

   _____ Secondary vocational teacher

   _____ Post-secondary vocational teacher

   _____ Secondary administrator

   _____ Post-secondary administrator

   _____ Secondary counselor

   _____ Post-secondary counselor

   _____ Other (please specify) _____

2. Years in present position: _____

3. Age: _____

4. Sex: Male _____ Female _____

QUESTIONS WE DIDN'T ASK

Because of the recency of formal efforts in vocational sex equity, you may have opinions or concerns that we have not addressed. Please feel free to use this space to share such feelings with us.

Thank you for taking the time to complete this survey. Please remove the front cover which contains your name, and return the completed survey in the business reply envelope provided.

If you desire a summary of the results, simply leave the cover page intact when you return the survey, and a copy will be sent to you in late summer. Please note any address change on the label.

--- Your Response is Critical ---

IDAHO SEX EQUITY SURVEY INSIDE

IMPORTANT

Jack Kaufman, Chairperson
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College of Education
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RESPONSES TO QUESTIONS WE DIDN'T ASK
SEX EQUITY SURVEY

How many counselors steer females away from Vocational programs other than D.E., S.O.P. etc.? How biases are enrollment procedures and information at the high school level?

Classes are offered, then students are free to take them or not take them. It doesn't matter what proportion of male or female students take the class. I feel all our classes in office occupations are open to both sexes and we encourage all to take. I am against any program to equalize 50-50. Let the students' own interest decide what they want to take.

I have taught electronics for 17 years and have had only one girl in my class. They have always been welcome. We should have many more. Part of the problem, I believe, is that they are not exposed to the possibilities of a technical education early in life.

With over 20 years (full and part time) teaching experience at the college and university level, I have wondered for years why we have not had more women students in Electronic Engineering--Electronics. We perform little work that requires physical strength. I suspect the high school counselors are still directing the girls toward Home Economics, etc. as they have attempted to do with my own daughters.

My main concern is that we have more publicity to let all parents know that girls are welcome in shop classes and maybe a little education on the counselors part.

Female instructors are fine if well qualified. These questions are too objective. The percentage of female teachers could be much greater if qualified female instructors can be found.

As inflation is an important aspect of economic life for both male and female it is equally important that women have a skill to make a living. Divorce is prevalent with no decrease in sight Women need to make a good wage in these difficult economic times.

I feel as if equality must be pressed and should have a range or goal. However, to say we are in an age of equality is being naive considering the outside variables. Parents and students must be educated. Most of all and perhaps most important, is the issue of teacher education. To pursue points of equality without competent and understanding teachers would insure a calculated set-back of five years for the benefits of equality in vocational education. Therefore, I would highly recommend a complete, encompassing look at the education of present and future educators. College education for future educators as well as workshops for present educators must carry an equal priority with enrollment projections in vocational education.

I am frustrated by the slowness with which stereotypes change. It is still basically assumed in our school and community that home economics and office occupations are for girls while agriculture, electronics, welding, machine shop, auto body and auto mechanics are for boys. But what else can I expect from a state where the legislature rescinds its approval of the E.R.A.?

I believe in sex equity of educational opportunity but I do not believe we will see or need any mass migration into untraditional roles. Both men and women have developed areas of interest in careers and have followed (or are doing the kind of work they like) their interests to quite a degree if they were able to receive the training needed for that interest. . . The relationships and roles of men/women in regards to the opposite sex cause many problems due to the stereotypes in the successfully filling jobs. Fear of a woman "boss" or the fear of a "jealous" wife make many inter-relationships difficult and so this limits the women entering a traditional male role and makes the training for the non-traditional roles difficult.

Whenever we have to choose persons because of sex rather than interest and ability I feel we are missing the boat.

It opens new alternatives and horizons. The only danger I see is the possibility of intimating that being a housewife or house-husband is demeaning.

I think it is like any other minority, as soon as the community accepts it we will have students in the program. The kids enroll themselves in the programs at our school. The question most girls ask is "How many girls are in the program?" On the question on teachers: I think we need the girls' interest first before we get lady teachers.

I think a lot of meaningful learning experiences can be lost if boys and girls are in <u>every</u> class together. I've taught both: a coed class and all boys and all girls classes in the foods area. The co-ed classes ended up being goof off classes--boys trying to impress girls and vice versa. The all-boys class and all-girls classes were very meaningful. I'd rather teach all boys than coed or all girls classes. I feel that the boys really learned and were "with me all the way." I do believe that a parenting or life management class could be very effective if the students were <u>seniors</u> and were mature enough to want to really learn. I think the teacher should be enthusiastic and present as much practical information as possible. The younger co-ed classes are <u>poor</u>. I feel badly that often we jump on the band wagon and, in the name of equlity and justice, destroy the good things; and actually destroy the original purpose of the programs. I sincerely hope that doesn't happen to education in Idaho.

Forced equality is not what should be emphasized. But effort is needed to get shorthand out of the "sissy" category. (shop out of "masculine" bag.)